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THE

# JOURNAL OF EDUCATION.

FOR THE PROVINCE OF NOVA SCOTIA.

## THE COUNTY SCHOOL COMPETITIONS.

WE have great pleasure in announcing that the Commissioner of Railways has kindly arranged that competitors, with their parents and friends, teachers, trustees, commissioners, and all others who attend the competition, may receive a free pass homo on the railway. The inspectors of Halifax, Colchester, Pictou, and Hants, will be provided with blank certificates of attendance on the competitions. Any who shall have taken part in or witnessed the competition will be entitled to receive a certificate on application to the inspector. Those counties lying along the railway ought not to allow the boys and girls in the county towns to keep all the prizes. We hope they will not. All the country schools in the Province should have an eye to their laurels.

In consequence of the destruction, by fire, of the inspector's office at Baddeck, C. B., there will be no competition in Victoria County. All the prize books were destroyed.

We may state, in answer to several correspondents, that if, in any of the subjects of competition, it should be found that no decision can be reached within the limits previously prescribed, a wider range may then be taken, in the discretion of the inspector.

## EDUCATIONAL ASSOCIATION OF NOVA SCOTIA.

THE Annual Convention of Teachers was held in Halifax, during the first week of the year. The attendance was unusually large. It was estimated that there were present about 150 Teachers, principally from the Counties of Halifax, Colchester, Pictou, Cumberland, Hants, Kings, and Lunenburg. From the manly tone, intellectual vigor, and cultivation exhibited, we think it may be reasonably inferred that progress in the inner life of our schools is advancing *pari passu* with external improvements. It is no exaggeration to state that never was there so fine an assemblage of Teachers in Nova Scotia, and any thoughtful spectator could not well avoid the conviction, that so many men and women of such a stamp must be exercising a powerful influence for good in moulding the characters and destinies of the rising generation.

The first session was spent principally in reading minutes and hearing reports of committees. In the evening, the Superintendent, by request, addressed the Association, rehearsing the progress in the various departments of educational work. Amongst other matters, such as improvement in school houses, premises, books, registration, and attendance, he showed that the total Provincial aid was largely increased under the present system of uniform grants according to class of license, and that the whole expenditure, by the Government for education, now amounted to over \$160,000. He stated, that in order to secure this greatly improved mode of distribution of Provincial aid, he had pledged himself to arrange a plan for the uniform classification of Teachers; hence the organization of the present system with a central board of examiners in place of the former local boards. He then went on to show some of the advantages resulting to Teachers from this change, and gave an assurance that this examination would be final.

Some discussion ensued, in reference to hardships imposed on those already holding license, by requiring them to submit to re-examination. This discussion was resumed on the following day. A resolution was introduced by Mr. Parsons of Halifax, to the effect that Teachers composing the Association having experienced the inconveniences of district licences, and perceiving the advantage resulting from uniform classification and provincial licences, express their approval of the recent change. Mr. Patterson of Lower Horton, introduced an amendment approving of a central board of Examiners, but condemning the cancelling of licences given by the late local boards. A third resolution was submitted

by Mr. McDonald of New Glasgow, approving of the present system, but deprecating any future cancelling of licences granted under this system.

An animated and exhaustive discussion ensued, extending through forenoon and afternoon sessions. On the one side, it was argued that it was a degradation to compel Teachers already licensed to be re-examined; this was specially unfair in the case of graduates of colleges, and those holding diplomas from the Normal School. It was maintained also that inasmuch as persons of high scholarship may prove very inefficient teachers, skill in the performance of school work was a better test of qualification than written papers. On the other hand, it was shown that with all deference to the value of practical skill, a sound system could not ignore scholarship among the first qualifications of the Teacher; that under the late system, Teachers were frequently subjected to re-examination, when they found it desirable to change their district, and hence it was better to accept this, once for all; and that it was really no degradation. It was notorious, that according to local licenses, some held a position above their merits, whilst, perhaps, others were classed too low. Uniformity was of the highest importance, and for the sake of securing it, graduates of the Normal School should be willing to submit. If they were fully qualified the examination would cost but little effort. With respect to graduates of colleges, it was maintained that they might be quite proficient in classics, philosophy, and other advanced branches, yet quite deficient in common branches. It was urged further that in view of the efforts of the Government and people to elevate the educational condition of the country, it was ungraceful in Teachers even to seem to shrink from an effort to keep pace with the times. A refusal to be re-examined would appear like a tacit confession of inability to meet requirements, and would excite suspicions of this nature. Finally Mr. McDonald withdrew his resolution, and the clause expressing disapproval of subsequent re-examination was added to the motion introduced by Mr. Parsons. This resolution, thus extended, was then carried over Mr. Patterson's amendment by a majority of forty, to ten.

On Thursday the subject of text books came under consideration. Mr. McKay of Cornwallis expressed his conviction that there was a serious defect in the series of Readers. Instead of No. VII. which consists of small fragments from a large number of authors, he felt the want of a book consisting of much more copious selections from a half dozen standard English authors. Much time is often spent in the study of a Greek or Latin author. In the same manner, he would like to see a few authors in our tongue studied critically until their peculiarity of style was thoroughly understood and appreciated, and the pupil was able to recognize these authors by their modes of expression.

An animated discussion was excited by a charge of plagiarism against the Nova Scotia Elementary Arithmetic, preferred by Mr. Major of Halifax. The matter was finally referred to the Superintendent of Education, and the Council of Public Instruction. During part of the morning session, a paper entitled "Hints on Teaching," written by Mr. Mellish of Amherst Academy, was read by the Secretary of the Association. By a unanimous resolution, the managing Committee was instructed, if circumstances should render such a course advisable, to memorialize the Government and Legislature, to make no essential changes in the present school law.

On Thursday evening, Professor McDonald of Dalhousie College read a paper on "The relation of the Common School, to the Higher Education." Professor McLeod, of King's College also read a paper on The Dynamic Theory of Heat.

Resolutions were passed requesting that the three papers mentioned above, should be placed in the hands of the Secretary for publication in the *Journal of Education*. C.

## NEW BOOKS.

WE have received a copy of the *THE TEACHER'S TEXT-BOOK*, by Rev. Alexander Forrester, D. D. This is a work of some six hundred pages, and is from the press of Mr. James Barnes of this city. The workmanship is excellent. Dr. Forrester has in this work placed within the reach of our teachers the only elaborate treatise on public education ever written in British America, and one that will bear favorable comparison with the productions of older countries. Owing to the pressure of other duties we are obliged to defer, to a future day, an examination of the educational principles propounded by Dr. Forrester, and of the adaptedness of the means proposed by which the whole complex process of education is to be carried on and carried out to a successful and triumphant result. In the mean time we would advise every teacher to procure a copy of the *Text-Book*. It will form a valuable addition to any teacher's library. All may not be able to agree with the author on every point, but the views of one who has been for fourteen years laboriously at work in the educational field, are entitled to consideration,—and the more so that those years of service have been rendered in connexion with education in Nova Scotia.

The *SCHOOL GEOGRAPHY OF THE WORLD*, by J. B. Calkin, Esq., is in press, and will probably be ready by the first of May. The work will contain superior maps, and will be finely illustrated. The delay in issuing this important text-book will, we trust, ensure a high degree of excellence in the work.

The *SCHOOL SINGING BOOK*, by Mr. L. W. Williams, Professor of Music, is also in press, and will probably appear in April. As vocal music is beginning to be taught in all the best schools of the Province, a suitable school manual is greatly needed.

## PROVINCIAL AID TO EDUCATION.

OUR readers are aware that the school year, ending October 31, 1867, was the first in the history of this Province in which the Provincial Grant was paid to teachers according to their class of license and the time employed, without regard to the County or District in which they taught. The definiteness of this plan commended it to every friend of popular education. A good many teachers, however, were fearful that the new mode would yield a less sum for teachers. The following comparative statement will show that their fears arose from an imperfect knowledge of the data upon which the Superintendent of Education based his urgent recommendations to the Legislature. Under the old principle of distribution the growth in the number of schools and grade of teachers diminished the amount of grant to each teacher; under the present, it increases the aggregate grant from the Province:

## SUMMARY OF PROVINCIAL GRANTS FOR EDUCATION.

	School year 1866.	School year 1867.
1. Paid Teachers of Common Schools.	\$82,439.27*	\$97,846.57
2. Grant Superior Schools.	7,200.00	7,200.00
3. " Co. Academies.	6,600.00	6,600.00
4. " Normal and Model Schools.	4,215.00	4,215.00
5. " Books and Apparatus.	4,885.72	13,600.00
6. " Inspectors (including allowances for postage, stationery and printing, &c.)	8,752.64	10,612.01
7. " Examiners.	1,583.44	1,317.17†
8. " Travelling expenses Teachers to and from Normal School.	514.85	877.30
9. " Expenses of School Commissioners.	285.05	
10. " Colleges and Special Academies.	12,600.00	13,766.66
11. " Printing, Postage, Returns, Registers, &c.	1,879.00	3,780.35
12. " School Prizes.		1,800.00
13. " Salaries and Travelling Expenses.	2,200.00	2,400.00
Total.	\$135,452.56	\$164,015.06

\* The law enacted in 1865 provided a Grant of \$90,000 to teachers; but it also provided that this sum should bear no less than \$5,180. of item 6 of the above table. The law also gave the Board of Commissioners power to appropriate, from the same grant, sums in aid of school-houses in poor sections. (Similar aid is now given from undrawn Superior School grants.) Item 9 was, though not authorized by law, deducted from the teacher's grant. These deductions left the amount stated in the table, as the actual sum paid to teachers in 1866.

† For April Examination, \$841.17; for October Examination, (under the new Regulations) \$476.

## RE-EXAMINATION.

IT will be seen by the report contained in another column, that the new mode of Examination was brought under consideration in the recent meeting of the 'Teachers' Association, and that after a full and exhaustive discussion of the matter, in all its bearings, an overwhelming vote of the assembled teachers was given in approval of the change. Indeed, so great was the unanimity in reference to the essential features of the new method, that it was only on the minor question of Re-Examination that anything like a debate arose. This fact is at once creditable to the intelligence of those composing the Association, and encouraging to those through whose exertions the new system of examination was inaugurated.

To our mind the question, whether licenses issued under the former system should be retained as valid, without limitation as to time under the new system, hardly admits of diversity of opinion. What was the chief objection against the old method? The lack of uniformity. The whole business of licenses was in confusion. We had thirty-five Boards of Examiners, each of which had its own standards and tests, necessarily different from all the rest. The consequence was that we had of necessity thirty-five grades of each class of licenses. To remedy this confusion the new system was adopted. Now, if the former licenses were retained in force, not only would the chief object of the change be defeated, so far as the present generation of teachers is concerned, but the confusion would have been increased by the addition of one more grade to the thirty-five already in existence. That is, we would have a change of law, not only defeating its own end, but absolutely intensifying the evil it was designed to remove.

Then, again, the standard of attainment insisted on for each class under the new mode, probably is somewhat higher than the average of the former standards,—certainly very much higher than the standards applied in some counties. Persons licensed under the new law would therefore stand at a disadvantage by the side of persons of the same attainments licensed under the old. Not receiving a license of so high a class, they would receive a less allowance from the public funds. The new law would thus inflict a penalty on those conforming to it. A teacher having laboured hard and spent his means in qualifying himself for a license of the 1st class under the amended law, having received it, would have to face, in the matter of salary, a competition with persons holding the same grade of license, whose preparation for the work had been less labourious and less expensive, and who could consequently afford to accept a salary correspondingly lower. The disadvantage would be greater from the fact that both would receive the same amount from the public funds. The competition being thrown wholly on the part of the salary raised by the Section, the inferior teacher, leaning on the public funds for a larger proportion of his salary than the other, could entirely underbid him in the negotiation with Trustees.

Plainly, therefore, there was no alternative but to cancel the old licenses. The Council, in taking this step, was well aware of the great inconvenience it would impose on the teachers of the Province. Yet it was felt that greater inconvenience and injury to the profession would result from pursuing a contrary course. If the new mode is superior to the old, let all share its burdens and its benefits equally. The hardship of re-examination is lessened by the knowledge that it is once for all. In the former condition of affairs, a teacher passing from one of the thirty-four districts into another, was subject to re-examination. That has now ceased forever. And though the change may be productive of hardship in individual cases, each should bear, without murmuring, what is for the common good. Moreover, the blame of the hardship belongs properly to the defects of the old *regime* and not to any unnecessary severity in the new. It is not that the new is too exacting, but that the old was unequal, and not to be prolonged farther into the new condition of affairs than is absolutely necessary.

We heartily endorse the resolution of the Association with reference to enforced re-examination of persons licensed under the present law. Till forfeited by incompetency or immorality, the license issued under the seal of the Council should entitle its holder to the rank it confers at the outset, so long as he or she chooses to remain in the business and practice of teaching.

## THE GILCHRIST SCHOLARSHIP.

WE have received through the Hon. W. B. Vail, Provincial Secretary, the syllabus of Matriculation of the London University. We publish it for the information of competitors. The name of the sub-examiner for Nova Scotia has not yet been announced.

## MATRICULATION.

No candidate shall be admitted to the MATRICULATION EXAMINATION unless he have produced a Certificate showing that he has completed his Sixteenth year, (and is not over 22 years of age).

The Examination shall be conducted by means of printed papers. Candidates shall be examined in the following subjects:

## MATHEMATICS.

## ARITHMETIC.

The ordinary Rules of Arithmetic.  
Vulgar and Decimal Fractions.  
Extraction of the Square Root.

## ALGEBRA.

Addition, Subtraction, Multiplication, and Division of Algebraical Quantities.  
Proportion.  
Arithmetical and Geometrical Progression.  
Simple Equations.

## GEOMETRY.

The First Four Books of Euclid:—or, The principal properties of Triangles, and of Squares and other Parallelograms, treated geometrically: The principal properties of the Circle, and of its inscribed and circumscribed figures, treated geometrically.

## NATURAL PHILOSOPHY.\*

## MECHANICS.

Composition and Resolution of Statical Forces.  
Simple Machines (*Mechanical Powers*):—Ratio of the Power to the Weight in each.  
Centre of Gravity.  
General Laws of Motion, with the chief Experiments by which they may be illustrated.  
Law of the Motion of Falling Bodies.

## HYDROSTATICS, HYDRAULICS, AND PNEUMATICS.

Pressure of Liquids and Gases, its equal diffusion, and variation with the depth.  
Specific Gravity, and modes of determining it.  
The Barometer, the Siphon, the Common Pump and Forcing-Pump, and the Air-Pump.

## ACOUSTICS.

Nature of Sound.

## OPTICS.

Laws of Reflexion and Refraction.  
Formation of Images by Simple Lenses.

## CHEMISTRY.

Heat—its sources. Expansion. Thermometers—relations between different Scales in common use. Difference between Temperature and Quantity of heat. Specific and Latent heat. Calorimeters. Liquefaction. Ebullition. Evaporation. Conduction. Convection. Radiation.  
Chemistry of the Non-Metallic elements; including their compounds as enumerated below—their chief physical and chemical characters—their preparation—and their characteristic tests.

Oxygen, Hydrogen, Carbon, Nitrogen. Chlorine, Bromine, Iodine, Fluorine. Sulphur, Phosphorus, Silicon.  
Combining Proportions by weight and by volume. General nature of Acids, Bases, and Salts. Symbols and Nomenclature.

The Atmosphere—its constitution; effects of Animal and Vegetable life upon its composition.

Combustion. Structure and properties of Flame. Nature and composition of ordinary Fuel.

Water. Chemical peculiarities of Natural waters, such as rain-water, river-water, spring-water, sea-water.

Carbonic Acid. Oxides and Acids of Nitrogen. Ammonia. Olefiant Gas, Marsh Gas, Sulphurous and Sulphuric Acids, Sulphuretted Hydrogen.

Hydrochloric Acid. Phosphoric Acid and Phosphuretted Hydrogen. Silica.

## CLASSICS.

## THE GREEK AND LATIN LANGUAGES.

One Greek and one Latin subject, to be selected by the Senate

\* The knowledge required of these subjects in Natural Philosophy is such as may be attained by attending a Course of Experimental Lectures.

one year and a half previously from the works of the under-mentioned authors:—†

*Homer*... One Book.

*Xenophon* One Book.

*Terence*... One Play.

*Virgil*... One Book of the Georgics, and one Book of the *Æneid*.

*Horace*... Two Books of the Odes.

*Sallust*... The Conspiracy of Catiline, or the War with Jugurtha.

*Cæsar*... Two Books of the Gallic War.

*Livy*... One Book.

*Cicero*... De Senectute or De Amicitia, with one of the following Orations—*Pro Lege Manilia*, one of the four Catilinarian Orations, *Pro Archia*, *Pro M. Marcello*.

*Ovid*... One Book of the Metamorphoses, and One Book of the Epistles or Heroides.

The paper in Greek shall contain passages to be translated into English, with questions in Grammar, History, and Geography. The paper in Latin shall contain passages to be translated into English, with questions in History and Geography. A separate paper shall be set containing questions in Latin Grammar, with simple and easy sentences of English to be translated into Latin.†

## THE ENGLISH LANGUAGE.

Orthography: Writing from Dictation. The Grammatical Structure of the Language.

## OUTLINES OF ENGLISH HISTORY AND MODERN GEOGRAPHY.

History of England to the end of the Seventeenth Century with questions in Modern Geography.

## THE FRENCH OR THE GERMAN LANGUAGE, at the option of the Candidate.‡

The papers in French and German shall contain passages for translation into English from works previously selected and made known by the Senate,§ and questions in Grammar (limited to the Accidence) on subjects furnished by those passages; together with short and easy passages for translation into English from prose works not previously announced.

Candidates shall not be approved by the Examiners unless they show a competent knowledge in each of the following subjects:

1. Classics, including the Greek and Latin Languages, with Grammar, History, and Geography;
2. The English Language, English History, and Modern Geography;
3. Mathematics;
4. Natural Philosophy;
5. Chemistry;
6. Either the French or the German Language.

The Examinations shall be conducted in the following order:

## MONDAY.

Afternoon, 2 to 4. Latin Classics.

4 to 6. Latin Grammar and Composition.

## TUESDAY.

Morning, 10 to 1. Greek Classics and Grammar.

Afternoon, 3 to 6. French or German.

## WEDNESDAY.

Morning, 10 to 1. Arithmetic and Algebra.

Afternoon, 3 to 6. Geometry.

## THURSDAY.

Morning, 10 to 1. English Language.

Afternoon, 3 to 6. English History.

## FRIDAY.

Morning, 10 to 1. Natural Philosophy.

Afternoon, 2 to 5. Chemistry.

† THE CLASSICAL Subjects are:—For June 1868—*Xenophon*, *Anabasis*, Book II; *Horace*, Odes, Books III., IV.

For June 1869—*Homer*, *Odyssey*, Book X.; *Cicero*, "De Amicitia," and the Oration "Pro Archia."

‡ Special stress is laid on accuracy in the answers to the questions in Greek and Latin Grammar.

§ Candidates can obtain credit for only one of these Languages.

¶ THE FRENCH Subjects are:—For June 1868—*Emile Augier*, *Diane*; *Alex. Dumas*, *La Tulipe noire*.

For June 1869—*Ponsard*, *L'Honneur et l'Argent*, *Comédie en vers*; *Erdmann-Chatrian*, *Madame Thérèse*, ou *Les Volontaires de '92*.

The GERMAN Subjects are:—For June 1868—*Schiller*—*Wilhelm Tell*.

For June 1869—*Goethe*, *Egmont*.

## UNIVERSITY OF CAMBRIDGE AND THE DOMINION.

ROBERT POTTS, Esq., M.A., of Trinity College, Cambridge, England, has presented to the Educational Department of Ontario, for gratuitous distribution in the Dominion, 1,000 copies, each, of his *Liber Cantabrigiensis*, and *A brief account of the scholarships and exhibitions open to competition in the University*

of Cambridge. Mr. Potts in his letter to Superintendent Ryerson, says:—

"It has occurred to me, that it is desirable the subjects of Her Majesty's Colonial Dependencies should know the advantages which the ancient Universities of the Mother Country now more freely offer to all her children.

"The late reforms at Oxford and Cambridge have done much, and the changes now in contemplation will most probably do more, for extending the substantial advantages of these noble Institutions to all British subjects.

"If you deem it desirable that the knowledge of what has already been done, should be diffused throughout the new Confederation of British North America, it will afford me much pleasure to assist in this work.

"I have been led to think, that if the advantages available here were known, many would be led to avail themselves of them for their children, especially such as have intellectual powers to develop and improve, and others who may hereafter take a leading part in the affairs of their country.

"I venture to offer 1,000 copies, or more, if required, of the two little books of which the title pages are enclosed.

"If you deem them likely to disseminate useful information, they are at your service to distribute to schools and to individuals in whatever way you think desirable."

Dr. Ryerson, in behalf of the donor, has forwarded to the Superintendent of Education copies of the above works for distribution to the Colleges and Academies of this Province. It is one of the signs of the times to see this ancient University opening its doors wider and wider, and inviting all, far and near, to partake of its blessings.

#### APHORISMS, MAXIMS, &c.

Exclusively of the Abstract Sciences, the largest and worthiest portion of our knowledge consists of Aphorisms; and the greatest and best of men is but an Aphorism.—S. T. COLERIDGE.

I call a complete and generous education that which fits a man to perform justly, skilfully, and magnanimously all the offices, both private and public, of peace and war. . . . But here the main skill and groundwork will be, to temper them (the learners) with lectures and explanations upon every opportunity, as may lead and draw them in willing obedience, inflamed with a study of learning, and the admiration of virtue; stirred up with high hopes of living to be brave men, and worthy patriots, dear to God, and famous to all ages.—John Milton.

St. Jerome's advice was, let a child begin to be instructed as soon as he begins to blush. As soon as they are capable of shame, they are capable of discipline. From the time that they shew the marks of their conscience upon their countenance, it ought to be believed, that remorse has taken the place of innocence, since they already know how to put a difference between good and evil.—Dr. T. Fuller.

Education in the most extensive sense of the word, may comprehend every preparation that is made in our youth for the sequel of our lives; and in this sense I use it. Some such preparation is necessary for all conditions, because without it they must be miserable, and probably will be vicious, when they grow up, either from the want of the means of subsistence, or from want of rational and inoffensive occupation. In civilized life, every thing is effected by art and skill. Whence, a person who is provided with neither (and neither can be acquired without exercise and instruction) will be useless; and he that is useless, will generally be at the same time mischievous to the community. So that to send an uneducated child into the world, is injurious to the rest of mankind; it is little better than to turn out a mad dog or a wild beast into the streets.—Paley.

The object of a liberal education is to develop the whole mental system of man;—to make his speculative inferences coincide with his practical convictions;—to enable him to render a reason for the belief that is in him, and not to leave him in the condition of Solomon's sluggard, who is wiser in his own conceit than seven men that can render a reason.—Dr. Whewell.

The influence of physical causes, in the formation of intellectual and moral character, has never been sufficiently regarded in any system of education. Organic structure, temperament, things affecting the senses or bodily functions, are so closely linked with a right play of the faculties, as the material and condition of an instrument of music with that wonderful result called melody.—W. B. Clulow.

Because Education is a dynamical, not a mechanical process, and the more powerful and vigorous the mind of the teacher, the more clearly and readily he can grasp things, the better fitted he is to cultivate the mind of another. And to this I find myself coming more and more; I care less and less for information, more and more for the true exercise of the mind; for answering questions concisely and comprehensively, for shewing a command of language, a delicacy of taste, and a comprehensiveness of thought, and a power of combination.—Dr Arnold.

Tell me not what thou hast heard and read, and only so; but what (after thy hearing and reading) thou hast taken into thy meditation, found to be truth, settled in thy judgment, fixed in thy memory, embraced in thy affections, and then a long time practised, and so made it to be truly thine own. This, and only this, is rightly called learning.—Dr. T. Fuller.

#### HINTS ON TEACHING.\*

PUBLISHED BY REQUEST OF THE EDUCATIONAL ASSOCIATION.

IN this paper I shall make a few brief remarks with regard to the teaching of different branches, particularly the Mathematical. These remarks will not be by any means exhaustive, but merely suggestive, and little more than outlines.

No studies are productive of as much mental strength as the mathematics, from arithmetic up to the highest branches of the science. The continual reference to proof, the constant appeal to the sense of sight as well as to the reasoning powers, and the very difficulty itself of grappling for hidden truth, constitute mental discipline of the first order. Very much depends, however, on the manner in which the different branches of the science are taught. I think that in some important respects the mode of teaching them has been defective. The defects to which I refer exist in many of our schools. Too much time has been devoted to the study of arithmetic. It is notorious that in most of our schools, even those of the better class, until within the past few years, hours were spent every day by the pupils working the same old book over and over again. A great part of this time was absolutely lost. A branch of study which is every day applied to the practical business of life, certainly merits a prominent place in the course of instruction in every school, but to waste time at it to the exclusion of other studies equally, or even more valuable, is worse than useless. Men can now be found in this country by the hundred who can solve ordinary arithmetical questions with accuracy and facility, but who cannot write a note of three sentences in length, without making half a dozen grammatical blunders, and twice as many errors in spelling. Teachers now are well aware that it is no easy matter to induce young men who have been accustomed to the method of "ciphering" all day at their desks, to leave the old beaten path. The reason why so much time has been spent at arithmetic is not that it is difficult. On the contrary, no study in the school is liked as well, or is comprehended as readily by children. Nor is it a study of great length. The four fundamental Rules, the Compound Rules, Fractions and Proportion, embrace the whole. If these are properly taught and thoroughly understood, the work is done. By the system of which we speak, the pupil is taken over the same ground again and again, year after year. We strongly advocate the frequent stated review of studies, but the practice of allowing pupils to go over and over the same work in any branch, term after term, dwarfs the mental powers instead of developing them, and places a premium on laziness instead of stimulating to activity and exertion.

After such a lavish expenditure of time, we would naturally expect that the work would be fully mastered. But such is not really the case. I was acquainted with a man who had gone through "Gray" and "Thompson," time and again, during the twelve years he had spent at one of the best old-fashioned schools, to whom I could scarcely make clear that  $\frac{1}{2}$  multiplied by  $\frac{1}{2}$  is equal to  $\frac{1}{4}$ . The sums, so called, are wrought with a view to obtain the answers, not to understand the reasoning. In fact, the reason of the rule is left out of sight. The practice of allowing a number of boys to work together at their slates is too prevalent. Often when the lads seem to be very industrious, fox and goose, or some other game, is engaging their attention, and not the arithmetic or algebra.

The mode of teaching geometry hitherto, in many cases, would be rather amusing did it not excite indignation in the breast of every educationist worthy of the name. The teacher says, Geometry, John. John goes to the blackboard, taking his book with him, and constructs the figure, carefully placing the same letters in the same order as they are in the book. When he has finished the teacher takes the book, keeping his eye on it, as John explains. If John deviates in the least, a word or letter, from the printed text, the teacher sets him right by reading two or three lines, and by pettishly reprimanding him for not learning it better. If the teacher happens to lose the place, he tells John to stop until he has found it. When John has finished he is lectured further on the importance of accurate scholarship. This is no fancy sketch; it is a picture of real school-room life.

Again, there is another method, perhaps an improvement on the last, which is far from being faultless, although much followed. The figure is properly constructed without the book, and the pupil begins to explain; on his hesitating a little at a certain place, the teacher, instead of drawing him by a few pointed words toward the difficulty, steps up to the board himself, takes the pointer and goes through the demonstration for the boy, with a profusion of words and gestures that makes "confusion worse confounded."

\* By JOHN T. MELLISH, Esq., Head Master of the Cumberland County Academy. Read before the Provincial Teachers' Association, Halifax, January 2, 1868.

In some cases the pupils studying arithmetic, algebra or practical mathematics, are drilled during a certain portion of each day by the teacher; but no definite lesson being regularly assigned for preparation, no attention whatever is given to the work by a majority of the class, except during the recitation period. In this manner the studios may make progress; but there is no pressure whatever on the careless and indolent.

I will briefly indicate what has proved itself to be the *right mode* of teaching arithmetic and mathematics generally. The pupils should be properly classified; and after they have thoroughly mastered the fundamental rules, a definite portion of work should be assigned for each day, to be prepared by the period for recitation. *During the recitation the pupils should explain, not the teacher.* Of course, difficulties will be met which he should ultimately lessen or make clear, as may be necessary, but only after the pupils have studied and puzzled over them for themselves. The rules for working, which in every text-book should be expressed in the most concise, and explained in the clearest possible manner, ought to be committed to memory; and the explanations and reasons should be so carefully studied that they be promptly given when required. If the teacher gives lessons of reasonable length, and insists on their being thoroughly learned, the pupils will assuredly be more active than they would had they no assigned work to do. Some teachers make it a point to spend twenty minutes or half an hour in explaining the principle of every new rule, before the pupils have carefully examined it for themselves. Such a course is subsversive of one of the highest ends of all school training, viz.,—teaching the pupil to study and investigate for himself. The committing and the explaining of the reason of a rule is sufficient for a single lesson, the number of questions given at each subsequent lesson must vary according to their difficulty and the capacity of the pupils. The slate work in the preparation of lessons can generally speaking, be more conveniently attended to in the school-room than at home. At recitation, each pupil, beside answering questions as to the rule and the general scope of the lesson, should be required to work and explain at least one problem on the blackboard, of which latter there should be from two hundred to three hundred square feet in every school-room. At every stage of the explanation the teacher and the members of the class may interpose questions as to the reasons of the operations. One such exercise will do more toward strengthening the mental powers of the pupil than "ciphering" over a page merely for the purpose of obtaining the answers. It does more than merely give him a knowledge of the questions and rules. It imparts to him confidence in speaking in the presence of others: it trains his organs of speech, enabling him, nay, obliging him, to speak distinctly; it gives him a compass of language, and accustoms him to clothe his thoughts and ideas in his own words while on his feet—an accomplishment of the highest value.

Algebra should be studied the same as arithmetic. It is often thought that pupils should master some advanced work in arithmetic before they commence algebra. This, I think, is a great mistake. They do not begin algebra soon enough. They should be introduced at an early stage of study to generalities instead of having their attention so long directed to particulars in a thousand different phases. The prevalent impression that general truths as opposed to the particular, are more difficult to comprehend than the latter, is erroneous. One general proposition is more readily remembered than a hundred particular applications of it taken separately; but by remembering it the applications arrange themselves in the mind with scarcely any conscious mental effort. Many of the text-books on algebra now in use are unsuitable for beginners. An easy work like Bridge's, in which practical questions in reference to familiar objects, such as coins, apples, marbles, &c., are introduced at the beginning, after each of the fundamental rules, and at every stage of progress, would be much more interesting and instructive to the pupils, and would give him a clearer insight into the reasons of arithmetical rules, than any work treating merely of arithmetic. The most difficult rules in arithmetic, and the most absurd ones too, such as Position and Allegation, vanish on the application of the simplest algebraic principles.

Two or three propositions can be taken in advance every lesson in geometry. No books should be allowed in the class. The teacher should give a different proposition to each student, as in arithmetic and algebra, thus constantly reviewing. After all the figures have been constructed with letters different from those in the book, the members of the class should be called up in turn to explain. When one fails, it is the height of folly for the teacher to demonstrate the proposition himself. It is not at all probable that he can make the matter any clearer than it is in the book. In nine-tenths of the cases of failure in lessons, the reason is not to be found in the pupil's want of ability to understand, but in his want of industrious application. Two or three cases of failure at the blackboard in the presence of the class or the school, will generally go far toward bringing the most lethargic to his senses and rousing him to exertion.

I have found that a large class in any of the branches of which I have spoken, can work on the board and explain within the time generally allotted for recitation.

I would not be understood as wishing to abandon the use of the slate at recitation. Far from it: circumstances may render it impossible to carry out fully the system I speak of; for very small children slates only will suit, and in any case they can frequently be used with every advantage.

The remarks I have made in reference to the mathematical branches, with some modifications will apply with equal force to nearly all the studies pursued in the school. For example, after ordinary reading lessons the questions as to the subject of the lesson in too many instances embrace a large number of words, while the answers are merely "Yes, sir," "No, sir," "He did," "He was." This is often the case, too, with classes in geography, history, chemistry and philosophy. The teacher should spare no effort to encourage the pupils to use their own language at recitation. A little painstaking in this particular will produce astonishing results. The little boy or little girl who at first seems too diffident to venture a single sentence not in the book, soon begins almost unconsciously to allow the tongue to tell of the newly found mental treasure. The study of Collier's British History in this manner, the pupils being required to give in their own language the particulars of reigns, epochs, &c., would be more conducive to mental discipline, command of language, correctness of expression, and substantial knowledge, than the mere reading of Hallam or Macaulay, and a half hour lecture on history every day.

The system of recitation of which I have spoken, is required for training efficient teachers. Many whose attainments are respectable, bungle sadly in making subjects plain for their pupils. The reason is obvious. It cannot be expected that men and women can concisely and clearly explain difficulties for others, if they have not been carefully trained in that particular themselves.

The gross violations of grammatical rules, the feebleness and vagueness so often observable in the conversation and public speaking of many learned men, can to a great extent be attributed to the very defects in teaching at which I have hinted. For that boy must either be a very sluggard or a confirmed blockhead, who fails to form the habit of speaking correctly after being required during all the years of his school life to clothe his ideas in a proper grammatical garb.

Opportunity is afforded every day, at a properly conducted recitation, for practising correct speaking. The teacher should always correct grammatical inaccuracies. Of course he can do it in a delicate manner.

Teachers on almost every subject explain too much; pupils, too little. If half the effort that is now put forth in the school-room to find out for the pupil, were made in clearing the way for the pupil to find out for himself, the cause of education would gain infinitely by it. There is too much *pouring in*, not enough *drawing out*; too much of treating the mind as if it were a vast reservoir, and the object of education was to fill it in the shortest possible time; too much of working for the pupil instead of encouraging him to fight bravely and gain conquests for himself.

I do not mean that the teacher should always be silent and never dilate on any subject. It is his to strengthen and encourage the weak and diffident, and make knowledge attractive to all. At the *proper time* he should illustrate and explain. Occasions will continually present themselves, when he can use his power of description and analysis with clearness, force, and even eloquence.

The school being a miniature world, the pupil's work should be that of a man and a citizen on a miniature scale. Life's work is an uphill race. He who does not press forward persistently himself, will soon be pushed back in the rear, where he will seldom find any one kind enough to take him on his back and carry him along. Then we cannot begin too early to teach the young habits of self-reliance. By making their way all clear in the school, we really unfit them for the graver difficulties and duties which lie in the pathway of ail.

## NUMBER.

A COURSE OF LESSONS PREPARATORY TO THE USE OF A TEXT-BOOK ON ARITHMETIC.

### V.

THIRD STEP.—(Continued.)

#### MULTIPLICATION.

**T**HERE are people who do not consider either Multiplication or Division as a distinct operation, or as one involving a new principle, since, philosophically considered, these two operations of arithmetic can but do one of two things—either *increase* or *diminish*—which was done equally by the two processes already described. Moreover, multiplication, as everybody knows, is undoubtedly the result of the *addition* of equal numbers. When these results have been committed to memory, so that they can be immediately reproduced, we give to this act the name of *multiplication*. All being agreed that the instantaneous production of the facts of multiplication are of the utmost importance, in the arithmetical transactions of practical life, the question remains whether they have simply to be committed to memory, without thought or reflection, or whether they ought to be found or produced by the pupils themselves. The first view led to the mechanical learning by rote of the so-called table of multiplication; the second view arose from the conviction, that it is unworthy of the most logical of







midnight revels are unknown in their history. Intrigues and clandestine communications are almost as rare in them, because there is no temptation to such conduct: the school is made to conform to the laws of human nature governing the intercourse of rational beings in a refined and cultivated society. The schools in which both sexes are educated conform to the conditions of real life and to the wants of that society for which they ought to be a means of preparation. It is the experience of all who have had the management of such institutions, that the intellectual stimulus growing out of the reciprocal influence of the sexes upon each other is of the most decided character. Young men and women are made brighter intellectually, as well as morally more noble and socially more refined, through the influence mutually exerted by each upon each in consequence of such association.

This subject will bear discussion. There are radical defects, we believe, in the plan of isolated instruction, which can be remedied only by conforming our educational institutions more fully to the conditions of that society in which the young are in the future to bear a part. Let facts bearing upon this question be accumulated. Nothing would be more profitable than the testimony of those who are engaged in conducting institutions of learning of the higher class, in which young men and young women are under instruction together.—*Educational Monthly.*

## EDUCATIONAL INTELLIGENCE.

### A T I O M E.

**Colchester Co.**—The schools visited in December were those of Great Village, Cumberland Road South, Upper Stewiacke Village, South Branch Stewiacke, competing for the superior school grant, and of Goshen and Meadowvale. In the month of January I visited the schools of the following sections: North River, South Branch North River, Upper North River, Earltown Road, West Earltown, Bairechan, Rossville, North Earltown, Kempton, Upper Pieton Road, Lower Pieton Road, East Mountain, Greenfield, Salmon River, Tatamagouche, Tarbet, Brule, River John Road, Head of Tatamagouche Bay, Slade, Conkey, Truro Road, Oliver's Bridge, and Wilson's. Of these Tatamagouche village is competing for the superior school grant. Since the commencement of my work I have not had so good a winter for travelling, as the roads have been most excellent throughout. The weather, though very cold, has been generally fair, which circumstance, in connection with the favourable state of the roads, had induced an unusually good attendance. There seems to be a more lively interest and a stronger effort, on the part of trustees and parents, to secure this than ever before, *the mode of apportioning the County grant proving a most effective stimulus.* In some more remote sections there is not so much punctuality in attending at the exact hour as is desirable, a fault of no small magnitude. The new school-houses in North River, Conkey and Truro Road sections are occupied for the first time. The North River house is completed, and is an evidence that the people of this section are beginning to awake to the importance of education. The house in Conkey section, replacing a nearly new building destroyed by fire, is finished, and provided with furniture of good character, surrounded by a good sized playground and enclosed within a neat fence, needs but paint and underpinning to be complete. It is a monument to the industry and perseverance of the people. The Truro Road house is more comfortable in its unfinished state, than the old building. Great Village section has now three departments, not very well graded, indeed, but perhaps as well as the location of the school can admit. Several of the sections have made improvements in their school property since my last visit, of greater or less importance. The new school-house in Brule is not yet finished, nor are present prospects very promising. South Branch North River, Earltown Road, and East Barrasois are preparing to build new houses.

Considerable additions have been made to the apparatus of several of these schools, and several new outhouses are being put up. I am very sorry that although much has been done in some sections, there are yet a number of schools suffering for want of books. Indeed, unless some improvement is at once made, I shall feel myself compelled to report some sections as unworthy to participate in the public grants, on account of deficiency of books and apparatus.

I feel very much encouraged by the very evident improvements going on in the internal work of the schools. Activity and zeal are apparent in most cases. Tact and intelligence are much more frequent than formerly. It is true there are yet to be found engaged in the work of education some whose incapacity is most apparent, causing one to wonder at the strange chain of circumstances by which such persons have been enabled to elude all the obstacles put in their way, and to occupy their present position.

H. C. UPHAM, Inspector.

**Halifax Co.**—The failure of the fisheries, during the past year, has, no doubt, retarded our educational progress among our shore districts; but notwithstanding this and other adverse circumstances, the increase in the number and efficiency of the schools has been, in my judgment, highly satisfactory. In the City much

solid advancement has been made, and now is still in progress. Much praise is due to the Commissioners, who have given an amount of time and labor to the cause of education, which entitles them to public gratitude. I quite hope that ere long there will be few children in the City who cannot obtain admission to a free school.

There were 132 teachers in the County outside the City, and 62 in the City during some part of the past year, making in all 194 teachers. The following table exhibits the grades of the teachers in the City and County of Halifax:—

	GRADES.					Unlicensed.
	A.	B.	C.	D.	E.	
City.....	1	13	27	16	5	4
County.....	0	14	66	44	18	0
Total.....	1	27	70	60	23	4

**Sections.**—There have been no important changes in the boundaries of school sections during the past year. Among the minor alterations I may mention, 1st. The division of Sheet Harbor into two sections; 2nd. The union of two sections into one at Bedford; and 3rd. The formation of a new section at Ingraham's River, St. Margaret's Bay. As these changes seemed necessary to meet the exigencies of the several localities, they received my entire approval. I neither desire nor anticipate many more alterations in the boundaries of sections in this County. The division was a work of much difficulty, rendered doubly hard by the want of any reliable data at the outset. I think the present arrangement almost, if not entirely satisfactory.

**Attendance.**—Perhaps the best and most reliable data on which to estimate the increase in the attendance at school, is the sum granted per pupil, in full attendance, from the County fund. As this fund is distributed on the basis of attendance, the sums appropriated annually furnish a sure test of the amount of attendance. During the previous school year, with only \$60,000 of a County fund in the whole Province, \$2.33 were paid for each pupil in this County who attended the full time. During the year just closed, in which nearly \$100,000 were appropriated as County assessment, \$2.78 were paid for each pupil; whereas had the attendance been the same as in the previous year, the amount for each pupil would have been \$3.88, shewing an increase in the attendance of nearly 40 per cent. Such an increase continued for so long a period is, I think, almost without a parallel out of Nova Scotia.

**Buildings.**—In the matter of school buildings fair progress has been made. Many buildings have been repaired, others in course of construction have been completed, and several new buildings have been erected. In the City the Brunswick Street school house, having been purchased at a large cost, has received a thorough outfit, and it is now, with its nine departments, a credit to the city. The new house, at the foot of Russel Street, is an elegant and commodious building, and it will, I doubt not, when opened, be a great acquisition to the City school accommodation. It is with deep regret that I state that the Richmond school-house, which would have been a crown of honor to the north end of the city, and the want of which has long been deeply felt, was wantonly burned to the ground on the very eve of its completion. I trust that no time will be lost in erecting another to meet the wants of the neighborhood. The best houses which have been built in the County, outside the City, are those at East River, Sheet Harbor, Spry Bay, and Reid and Higgins Sections in Musquodoboit. These are all superior of their class, and though not without some imperfections, they reflect credit on the public spirit and educational zeal of the sections in which they are situated.

**Furniture.**—No great improvement in furniture has yet been made in the Rural, Shore and Western Districts. The Dawson desk, in pretty fair condition, prevails in the great majority of the schools, and it is rapidly superseding the old long benches and desks once so prevalent along our shores. In the City very good progress has been made in this matter; and, with only a few exceptions, the schools are seated with good patent desks.

**Apparatus.**—I have pressed the matter of black-boards, maps, globes, arithmetics, &c., on the attention of trustees and rate-payers throughout the County, with a good amount of success. I do not think there are many schools not now fairly provided with apparatus.

**School Books.**—The Nova Scotia Series of school books gives very general satisfaction, and is regarded by all as a very great boon to the education of the Province. I must confess, however, that exception is taken by some to individual books, and on grounds which, to the mass, bear a semblance of plausibility. It would be stepping beyond my province to enter upon these objections in detail, but I may be pardoned one or two remarks on this subject, for the consideration of teachers whose opinions may have been hastily adopted.

The adaptation of a book to the purposes of education depends upon the method in which it is intended to be used. Now, as there are many different modes of teaching the various branches, the estimate which a teacher will form of any given text-book will vary with his mode of imparting instruction in the branch of knowledge on which said text-book treats. For example, one teacher complains that the arithmetic contains too much letter press and too few examples, and that the supplementary examples at the end of the revised edition are not so attractive to pupils as the arrangement in Greenleaf's and other modern arithmetics. Those who reason in this way do not seem to apprehend that it is the duty of

the teacher to furnish examples *ad libitum*; and that a text-book on arithmetic, in the hands of a thoroughly trained teacher, is chiefly used to furnish the pupils with the rules, their explanations, the illustration of the principles on which they depend, and an illustration of the work. If the proper amount of black-board surface is provided by the trustees, if the teacher classifies his school as thoroughly in arithmetic as he does in reading or grammar, if he then addresses himself to the work of teaching arithmetic and furnishing examples, daily, to the different classes in his school, with the same diligence he applies to other branches, he will have little cause to complain of the Nova Scotia arithmetic as a text-book. If, however, the old plan of teaching every thing, but arithmetic, in class be retained,—if pupils are left to teach themselves this branch in the odds and ends of their time,—if they are not classified, or if the teacher does not furnish each class, daily, on the black-board, with the examples suited to its stage of progress,—if instead of daily illustrating, to the different classes, the rules and operations in which they are respectively engaged, the teacher is content with an occasional general black-board exercise,—in fine, if the teacher allows himself to be interrupted in his ordinary class work by Thomas, William and Harry, respectively enquiring how to do this sum and how to state that one, instead of having the principles and operations of every rule thoroughly mastered before the class is left unaided to the solution of problems, I can well understand that the Nova Scotia arithmetic will not be highly appreciated. Let the work be done in the proper manner, and this objection to the book will vanish.

A very reprehensible mode of teaching reading, *i. e.*, causing the pupils to name the individual words articulately without any attention to pauses, inflection or accentuation, was formerly almost universal, and is still too prevalent. Teachers who adopt this plan generally complain that the seventh or advanced reader does not contain a miniature work on elocution. They seem to think that, at this advanced stage, rules should be given to enable the pupils to correct the bad habits which vicious training had engendered and fostered. Here, as in the case of the arithmetic, the objection is entirely owing to their antiquated, exploded and incorrect mode of teaching the branch in question. Had they taught their pupils from the very start to read in a natural and correct way,—had they required them, when first they were able to read two words consecutively, to put the accent on the proper word,—had they given the rule for this and explained the reason of it,—had they proceeded in this way throughout the whole of the child's school course,—had they given, "Line upon line, precept upon precept, here a little and there a little";—long ere the seventh book was reached no such aid as a few rules on elocution would be needed. Such a mode of teaching reading, thoroughly carried out, would render the addition of a few rules on elocution, to the seventh book, a burlesque. A thorough work on elocution, for the use of those who pursued their studies to such a length as to warrant it, would indeed be a desideratum; but it could not be compressed within the limits of a few pages to be bound up with a common school reader. The teacher's own library should contain, on this as on all other branches of education, works for reference which could never be adopted as suitable for use in common schools, and there is no lack of good works on elocution to furnish out a teacher's library. I might adduce other examples of the same kind to shew the futile character of the objections urged by some to the Nova Scotia series of school text-books. In every case they are founded, more or less, on a misapprehension of the design of the books. If teachers will keep up with the improvements of the age, they will find that the school books are all that can be desired to aid them in their work. Of course the series is not yet complete, but for the time, much, very much has been done, and both care and judgment are needed to complete the list.

**Trained Teachers.**—It is, as a rule, the untrained teachers who make the foregoing and similar objections to the prescribed books; those who have been trained either in our own or similar Normal Colleges in other lands easily adapt themselves and their teaching to the modes for which the books are designed, and the results are in most cases highly satisfactory. It would be wrong, however, to conclude that a course of training in the Provincial Normal School will, in every case, make a good teacher; but I may, with confidence, assert that the highest scholarly attainments united to the best natural capabilities, will be benefited and improved by an efficient course of Normal training,—and further, that no man should consider himself thoroughly fitted for so important a work as the educating of youth, who has not, at some period of his literary course, availed himself of a thorough course in a Normal College. The principles there enunciated, and the corresponding practice there exemplified, are of themselves sufficient, although in matters of detail judgments might differ, to repay largely the time and expense to any one who designs to make teaching the business of his life; and the sooner those who only wish to make it a stepping-stone to something else quit it, the better for the profession of teaching.

**Support.**—The recent failure in the fisheries has been a sad drawback to our schools in the Shore and Western districts. It is hard to expect communities, that are unable to provide bread for their families, to contribute largely towards the support or equipment of schools. Still, with the Divine blessing, I trust we shall hold our own during the next season. I would respectfully suggest that, to aid poor sections not recognized as such by the Commissioners at their last May meeting, but rendered so by the circum-

stances of the times, provision be made to enable such of them as really deserve and need such aid, to be placed on the list of poor sections at the next May meeting of the Boards, and to participate for the present term in the benefits which the law gives to poor sections.

**Vacations.**—It often happens that teachers wish to attend the examinations of schools in their neighborhood; Inspectors often desire to have one or more teachers present at the visitation of a very efficient school, and other causes may require a suspension of ordinary business. I have much pleasure in informing you that, to meet these exigencies, the recent order of Council, concerning "substitute Saturdays," is not only generally satisfactory, but also calculated to be practically beneficial to the general cause of education. I do not think that the vacations are at all too long, and I have noticed that those parents disposed to complain of the length of vacations are, almost without exception, those who are least particular in sending their children regularly to school. Both teachers and pupils require frequent relaxation, but long vacations are injurious to both. The present arrangement is almost, if not altogether perfect.

**Payment of Teachers.**—There is one serious inconvenience in connection with the payment of the salaries of teachers under the present law. I refer especially to such counties as contain more than one Board of Commissioners, and more especially to the payment of the County fund. Teachers cannot, in most cases, obtain their pay from trustees until the latter have received the County grant. Now in this County, with its four Boards of School Commissioners, it is utterly impossible to pay the County grant, under the present arrangement, for at least a month after the termination of the terms ending with April and October respectively; as all the Boards must meet before the distribution can take place. In several other counties the inconvenience is almost as serious. I am glad to see that the Provincial Teachers' Association has taken action on this subject, and memorialized the Legislature to provide a remedy. I trust that something will be done during the present session to render the payment of the County grants more prompt. It is too bad that a teacher who wishes to remove to another locality, should be obliged to wait three or four weeks, in many counties, before he can receive his pay for past services. It is not, perhaps, my province to point out the remedy, but I may be pardoned for saying that the appointment of one Board of Commissioners for each Sectional District would at once put an end to this abnormal state of affairs. I trust that this important subject will receive serious consideration.

**Registration.**—A great improvement has been made during the past year in the mode of registration. Although in this respect we were last year, I believe, in advance of most countries, yet the provision of permanent covers and moveable sheets, with the simplification of the sheets themselves, has put us still further in the van. There is now no possibility of over-estimating the importance of a thorough registration, as upon it depends the whole payment of the County grants, and any deficiency in this department of our educational fabric will necessarily entail an incorrect distribution of the funds. I believe the present arrangement will be found entirely satisfactory.

**Order in School.**—In this County, outside the City, I have found the order generally good; in the City, it is equally, if not more so, except in schools which are yet, from want of sufficient accommodation, over-crowded. The new school buildings now in course of construction and nearly finished, will tend much to diminish the over-crowded state of some of the City schools.

**Physical Exercises.**—These are not so general as I could wish. In the country schools where trained teachers are engaged, they are all but universal; but in the city schools, especially in the higher departments, they are not so common. I do not think this right. The larger and more robust pupils are, the more need they have of physical exercises. True, they do not need to be so frequent as in a more primary stage, but in the same proportion they require to be more prolonged and more vigorous. There are exceptions, in which a judicious use of physical exercises is made, even in the highest departments; but I fear that in these it is generally believed by the teachers that such exercises are unnecessary, and, if they are given at all, it is in compliment to the wishes of the inspector and other officials.

**Singing.**—I am happy to inform you that this has become very general. In the country, among trained teachers, it has long been quite common. In the City, except in the schools taught by the Sisters of Charity, it was three years ago almost unknown. The Commissioners of the City have, with commendable liberality, provided a professor of music for the City schools, and the results are really almost marvellous. Good singing can now be heard in almost every school in Halifax, and but few country schools in this County are destitute of this necessary accomplishment. When we consider that singing is not only intrinsically a necessary portion of an education, but that it is also the very best means of promoting order in school, and a high moral instrument in the training of youth, I think we have reason for congratulation in the progress made, during the past year, in this department.

**Punishment.**—Quite a number of schools have discarded corporal punishment. Yet there seems to be no generally recognized principle upon which such action is based. So far as I can perceive, each teacher acts on his or her own convictions. I do not feel justified in expressing any definite views on this subject. I would only say that, so far as my observations have extended, I

have found the best order in those schools in which I was informed that no corporal punishments were inflicted.

*Use of books by teachers when teaching.*—This is not common in this County, but I have found it, in some cases, even among teachers who think themselves superior. Of course, in reading and some other branches, a book in the teacher's hand becomes a necessity, but for grammar, geography, arithmetic, history, &c., the use of a book in the teacher's hand appears to me not only superfluous, but highly injurious. I have been grieved once and again to see good teachers who did not, with proper preparations, need such an aid, resort to books in the examination of classes.

*General progress.*—On the whole, our educational progress during the past year has been very satisfactory, and I think that, judging by the past, we have reason to look forward with hope to the future. Above all we should, I believe, encourage and sustain the Normal School, as the groundwork and workshop from which we are to receive our best and most efficient teachers. We should also encourage undergraduates, and others from our Colleges and Academies, to devote a term, or more to the Normal School, to prepare them for the work of teaching. No man need fear that the time there spent, will be misspent, no matter what profession a man may ultimately follow, if he intends to teach two or three years, he will be amply repaid for a term at the Normal School. I could almost wish that every man and woman in Nova Scotia, who will become parents, could be privileged to partake of its benefits.

*Spelling.*—I look with confidence, to improvement in this matter from the prizes which the Legislature has so generously and kindly awarded to successful competitors in this, as well as in other branches, in March next. I believe that prizes judiciously awarded, are one of the best means of awakening native talent, and I know, from personal observation, that the prizes offered for the approaching examination, have awakened an extraordinary amount of interest among the advanced pupils in the City schools. I trust, that the system will be continued, and I have not the least doubt, that the money thus expended, will be doubly repaid by the increased efficiency of both teachers and pupils. The prizes for reading and recitation, mental arithmetic, and history will be of nearly, if not of equal benefit.

In conclusion, I beg to state that, in my opinion, the progress of education in this county during the past year has been most satisfactory. Forty-four per centum of increase in the last year over the previous, and forty per centum in the present over the last, on the average attendance in this County, are no mean testimonials to the efficiency of the system. Another similar step in advance, and we need fear no comparison, as far as attendance at school is concerned, with any country in the world.

J. R. MILLER, Inspector.

**Pictou Co.**—I am happy to be able to state that a continued and increasing improvement has characterized the education of the County during the past year. In order to illustrate this statement, I will place before you the following statistics, which are carefully prepared from reliable returns:—

*Number of Schools and Departments in operation during the school year ending October 31, 1877.*

No. Superior Schools, (competing) Winter.....	2
“ “ “ “ Summer.....	3
“ Common “ “ Winter.....	97
“ “ “ “ Summer.....	113

*Number of Teachers engaged Winter and Summer Sessions.*

No. Superior Schools, (competing) Winter.....	2
“ “ “ “ Summer.....	3
“ Common School Teachers, 1st class, Male, Winter.....	17
“ “ “ “ Summer.....	47
“ “ “ “ 2nd Male, 1st Female, Winter.....	46
“ “ “ “ Summer.....	49
“ “ “ “ 2nd Male, 2nd Female, Winter.....	47
“ “ “ “ Summer.....	37
“ “ “ “ 3rd Female, Winter.....	9
“ “ “ “ Summer.....	11
Total No. Teachers engaged during Winter term.....	121
“ “ “ “ Summer “.....	137

No. pupils on register, Winter term..... 6125

“ “ “ “ Summer “..... 6622

Grand total days attended by all pupils, Winter..... 226104

“ “ “ “ Summer..... 311502

Total attendance of Teachers, (days) Winter..... 11776

“ “ “ “ Summer..... 12820

Amount drawn from Provincial Treasury..... \$3913

“ “ “ “ County Assessment..... \$626

By comparing the figures of the above returns with those of the previous year, it will be quite evident that there has been a very gratifying improvement in every department of our public common schools. The difference in favour of the school year just ended will easily be seen from the subjoined comparison:—

	1866.	1867.	Increase.
No. schools and departments in operation, Winter...	91	97	6
“ “ “ “ Summer.....	110	113	3
“ Pupils on register, Winter.....	4736	6125	1379
“ “ “ “ Summer.....	3813	6622	1119
“ Teachers engaged, Winter.....	92	121	29
“ “ “ “ Summer.....	110	137	27
“ Sections and departments.....	122	141	19
Sum drawn from Provincial Treasury.....	\$3833	\$3913	\$225
“ raised by County Assessment.....	\$218	\$626	\$318

The amount raised from sectional assessment and other sources I am unable to state with accuracy, in consequence of many of the

returns being incomplete; but I am well aware that it is considerably more than during the previous year. As a general rule the Board of the teachers has been provided for by sectional assessment, together with the incidental expenses required for repair of school-house, fuel, and providing books, &c. In many cases the school sections have liberally supplemented the teachers' salaries; in some few instances the Provincial and County allowances have been solely relied on for the support of the teacher.

The condition of the school-houses throughout the County is, on the whole, satisfactory. There have been completed, since the Act came into operation, forty-four new school-houses, some of them of a very superior description both in respect to size and style of finish, and all of them greatly superior to the class of school-houses which they have replaced; they are well furnished with the most approved seats, and otherwise adapted to secure the comfort of the pupils. In addition to these, are eighteen new houses in course of erection, besides many repaired. In every section where the school has been put in operation, the people have evinced a praiseworthy disposition to make the school-room accommodation according to the requirements of the Act, and the recommendations of the Council of Public Instruction.

The improvement in school architecture and the increased taste displayed in the new buildings, furnish one of the most palpable and striking examples of the beneficial effects of the provisions of the educational bill. These buildings are, in themselves, an unanswerable and living proof of the fact, that the importance of education has been duly recognized by the public; and it ought to be, and is, I believe, a source of pride and gratification to every member of the community, that these unmistakable evidences of the advances made in the educational feeling of the people of this Province are so patent. I need hardly refer to particular instances, but I think it is due to the gentlemen entrusted with the erection of the new school-house in Pictou, to say, that it is not only an architectural ornament to the town, but affords every convenience and accommodation for school purposes which could be desired.

*Teachers.* The qualifications of the teachers employed have been carefully ascertained by the Boards of Examiners, and the tests to which they have been subjected are strictly in accordance with the spirit and intention of the regulations prescribed by the Council of Public Instruction. The Board have carefully revised and considered the attainments and classification of all the teachers employed in the County under the law; and have confirmed or altered their status according to their acquirements and proficiency. It will be observed, by reference to the returns, that there has been a considerable increase in the number of efficient teachers, a fact which shows that, during the year, they have exerted themselves to acquire the qualifications established by the Board of Public Instruction.

During the past year I have had to traverse the County twice in the exercise of my official duties as Inspector of schools. I have found that the general feeling in respect to the school bill is gradually increasing in its favour. The manifest advantages and improvements which it offers, in comparison with the old law, are forcing themselves into notice, and laying aside unavoidable prejudices its provisions generally secure approval. There are alterations and amendments required, of a nature which could not well be anticipated; and I presume that the same desire which influenced the Legislature to promote the interest of education in introducing the new law, will also dispose it to entertain and secure these improvements. These amendments could not be fully detailed here without occupying too much space, but I may refer to a few, which should receive the consideration of the educational authorities.

The efficiency of the whole system of our educational law is based upon the proper establishment of school sections. It is necessary that they should be arranged according to area and population; but in the absence of sufficient data, from which to estimate these conditions, it is very often difficult or impossible to define and establish school sections so as to meet these requisites. In order to enable them to go into operation under the law, sections must be defined, and it is frequently necessary to do so without adequate information.

It is also necessary to build school-houses, and all within the section must be assessed for the cost. It frequently happens that individuals on the confines of sections are included in inconvenient sections, and ought to be included in adjoining ones; they are, however, compelled to pay for the erection of school-houses in the sections they are in, and when subsequently transferred to the one most convenient, have often to contribute again to the cost of building a school-house in that section, and are thus subjected to the expense of building two school-houses. To remedy this hardship, I think the Commissioners of Schools ought to be empowered, when transferring an individual from one section to another, to make such transfer under conditions, which would not subject him to the expense of building a second school-house in cases where he had just contributed to the erection of the house in the section from which he was removed. If the Commissioners were entrusted with discretionary powers, which would enable them to provide for special cases of this nature, I have no doubt that they would often be in a position to allay dissatisfaction and discontent.

The low price at which books and apparatus are furnished, has had the effect of placing this department of the schools in an excellent condition. There is, however, sometimes a considerable amount of murmuring when the sections assess for the whole of the

books, and supply them free to the pupils. It is worthy of consideration, whether it is not enough that they should receive them for half price. It is reasonable to believe that when books are obtained free of cost the children will not take such good care of them, especially when they know that so soon as the old one is done they will get it replaced for nothing.

Several Teachers' Institutes have been established in the County within the past year; although still in their infancy they have been already productive of much benefit, especially to the less experienced teachers. There is much interest taken in them by some, and there is every prospect that these institutions will tend to give the members of the profession more enlightened and exalted views of the important duties they have to perform. They will also serve as feeders to the Teachers' Provincial Association.

I need not enter now fully into the other matters connected with education in this County. Its progress during the past year has, in every respect, been more marked than for any previous period within my memory; and at the present day, I have no hesitation in saying that the condition of education, in all its branches, is better than ever it was before, and also that its progress continues to be rapid, marked and steady.

MAYHEW TUPPER SMITH,  
*Inspector.*

**Guyshoro' Co.**—Both trustees and people in many sections deserve the highest praise for efforts put forth, and sacrifice made, in order to provide school accommodation. Within the last year buildings have been erected in the following sections.

*In the District of Guyshorough.*

37 (A) Port Mulgrave,	31 Manchester,
37 (B) Pirate Harbour,	8 Cook's Cove,
38 Steep Creek,	10 Canada,
39 (C) Sand Point,	4 North Intervale,
39 (D) Sand Point,	4 South Intervale,
40 Oyster Ponds,	43 Country Harbor,
29 Middletown,	45 Isaac's Harbour (purchased).
28 Manchester,	46 Isaac's Harbour,
30 Manchester,	47 Codlles Harbour,
	48 Giant's Lake.

*In the District of St. Mary's.*

1 Sherbrooke,	23 St. Mary's River,
3 Glenelg,	25 Goldenville,
5 Middle Caledonia,	26 Goshen.

The buildings at Port Mulgrave and Sherbrooke are scarcely inferior to the County Academy, except in size and playgrounds belonging to them. The one at Sherbrooke is furnished with patent desks; and the same have been ordered for Port Mulgrave. Each has at this time two departments, well attended, and in charge of competent teachers, and everything is progressing satisfactorily. The greater part of the other buildings which are finished, exhibit much taste, and have ample black surface on the walls. The only cause of complaint at this time, is the smallness of some of the playgrounds, and the great want of proper outhouses. The latter being appendages that cannot be dispensed with in any case, must be insisted on as soon as possible. In addition to the buildings already finished, and to be completed early in the spring, we have at least two sections making preparations for building, and others making every effort to enlarge and improve the old buildings.

Very few of the inland sections, if any, will, I trust, at the end of the current year, be found without a proper school-house owned by the section, or a building secured for school accommodation till a proper school house can be erected. I regret much that our present number of school-houses exceeds greatly our supply of teachers; and where any dissatisfaction exists at this time, it is more from that cause than any other, as several of the new buildings will have to remain unoccupied for the present term for want of teachers.

The number of teachers in this County for the past year was as follows:—

	Academy.	Class 1.	Class 2.	Class 3.	Total.	
	M.	F.	M.	F.	M.	
Guyshoro'—Winter.....	1	2	3	3	1	10
" Summer....	1	3	6	3	6	9
St. Mary's—Winter.....	4	2	4	1	2	14
" Summer.....	3	3	3	5	1	2

PUPILS REGISTERED.

		County Fund.	Prov. Grant.
Guyshoro'—Winter.....	1260	\$1815.11	\$ 67.12
" Summer.....	1474	1378.05	1120.07
St. Mary's—Winter.....	604	481.55	455.37
" Summer.....	800	482.72	619.65

The foregoing table shows that the number of teachers in the County for the winter term was 39, and for the summer term, 51; and that the number of children registered in the winter was 1864, and the summer, 2274—being an increase of teachers, 12, and of pupils, 410. And these numbers would be fully maintained, if not further increased, during the present term, if teachers could be procured.

The County Academy during the present term was not so well attended as it ought to have been, but at the present time, under Mr. McNaughton, the attendance is very good. The Preparatory and Elementary schools of this section are also well attended, and doing well. Several pupils from other parts of the County, and one

from Cape Breton, attend the Academy, and I have no doubt of the advantages it affords being duly appreciated, as both trustees and people of this section, deserve much credit for the building they have erected and furnished. The playground, embracing an area of one acre, is now surrounded by a neat fence well painted.

In my tour through the County in the month of September and October, I found the attendance at the time generally small, and the registers in many cases showed a very irregular attendance. This, however, in some cases was owing to sickness—in others to want of sufficient apparel, and in others to want of the necessaries of life to give to the children who lived too far from the school to travel home for their dinners. Much better, however, might have been done, and I must say that the blame principally rests on the indifference of parents, and the consequent indifference of their children.

Registration for the last term was much better attended to, and many of the registers, not confined to any particular class of teachers, exhibited both neatness and correctness; while others, correct as to the record of attendance, showed much want of attention in the writing and general manner of keeping. Where defects of this kind are found in the register, they are apt to be found in the school; and as good writing, order, and neatness, are indispensable qualifications in every teacher, the want of them in any one must eventually lower his standing.

Text-books prescribed by the Council of Public Instruction are generally used in sections which have been able to procure them, and nothing but the extreme scarcity of money at this time prevents applications being made wherever schools are established.

Progress is perceptible, more or less, in every school, but the females are often found in advance of the male pupils in reading and composition. A desire for improvement is daily increasing, and where schools have been regularly kept, and all the time in charge of the same teacher, the progress made is satisfactory; but where teachers are changed every term the improvement is small.

Cape Canso, Section No. 20, one of the finest sections in the County for a graded school, both as respects its number of children and means of support, is again in an unhappy state. The principal cause of which, I believe, is now, as heretofore, owing to religious differences in connection with school matters. This trouble, however, is entirely local, and will, I hope, soon be satisfactorily arranged, although of late acts have been committed which no one can justify.

In Roman Valley (Sections 5 and 6 united,) a school-house which had been removed to a central position in order to repair and fit it up, has been burned, but I am happy to say the section is not to be blamed for this. If it was done intentionally, which is doubtful, it was the work of an individual, and not from any opposition to a school on the part of the people.

Lastly, I beg to state that, in my opinion, the people of this County generally have so far done all that could be done under difficulties which have so long prevailed. I have received the utmost kindness and respect in every part while in discharge of my duty.

SAMUEL R. RUSSELL, *Inspector.*

**Cape Breton Co.**—I am happy to be able to inform you that much progress has been made, in giving a greatly extended opportunity to the people in general, and especially to those in remote and formerly neglected sections of the district, to avail themselves of the advantages of a free education.

There is still much to be done in perfecting the system of teaching in numerous sections, but the main facts of the case are these, namely, that in nearly every part of the county no matter how remote, children now have the opportunity of at least learning to read, write, cipher, and to speak the English language fairly. If they do not avail themselves of this opportunity, the blame rests upon their parents, for not insisting upon their regular attendance at school, and for neglecting to furnish ordinary books, writing materials, &c., absolutely essential to their progress. These two matters, the neglecting to send the children regularly to school and to furnish books and writing materials, to say nothing of other apparatus, seem to be evils almost irremediable through a very large portion of the district; it is the complaint of every teacher. Parents not only neglect to send the young children who cannot possibly be of service to them at home regularly, but take away the elder ones at all times and seasons as soon as they can make any use of their services either on land or sea. The increase in the number of new School-houses is a striking instance of the evident wish on the part of the most of the people, to do something in nearly every section. Many of the new School-houses are certainly smaller than could be wished, and not well furnished, nor are the desks and benches, such as they are, placed to the best advantage, the old accustomed habits are hard to eradicate. In the Winter, in numbers of the schools, the benches will be drawn around the fireplace or stove, giving but little chance to those learning to write. The new School-houses however answer the purpose required by the people, and their shortcomings are as nothing compared to the great misfortune we labour under in being so badly provided with books. The people will not take the advantage offered them of obtaining them at half cost. It is not so much that they do not see the benefits opened up to them by the grant, as the doubt they entertain about sending their money to such a distance from home for the books, not knowing how to do it, and the delay they apprehend

in their arrival in their respective sections. The consequences are, that comparatively almost every school is unsupplied with public books. Even in the wealthier sections it is but quite lately that Trustees have availed themselves of the privilege of purchasing at half cost, so the books in nearly all the schools are private property, and bought in many instances, without any regard to uniformity, any old stock for instance, remaining on merchants hands. Of course it follows, that there can be no system of classification, the teacher is in consequence hampered with extra work, and the pupil loses the inducements to vie with others that he would naturally have, if placed in the same class with them, instead of being in a class by himself, with a book different to any other in the school.

To show, nevertheless, that there is an interest in education deeply seated in the minds of the inhabitants of this district, I think it will be simply necessary to give the following statistics with respect to new school-houses. There are 114 sections, and 103 school-houses in the County. Some few should be condemned no doubt, but to show what the people have done, during the last three years, I can only state that they have built 53 new school-houses, are building 10 more, and have improved 11. Two of the new school-houses have unfortunately been burned. One a very nice one thoroughly finished, near East Bay Chapel, accidentally, the other, at Pipers Cove, supposed to have been fired by an incendiary. There have been several narrow escapes from burning, in other school-houses. The cause seems always from defective stove pipe or setting of it.

In many instances, although, as a rule, the furniture of school-houses is not what I would wish to see, yet there are schools in the district thoroughly well equipped, where furniture and apparatus of the best material and of the most approved pattern have been placed in abundance. The schools in Sydney are well supplied with both, throughout. Also at Upper North Sydney they have most efficiently furnished their school room. The school arrangements generally, of this latter section, will, as soon as the new building is completed, be a credit to its inhabitants and the County at large. They are also advancing rapidly in the Little Glace Bay section in all matters connected with schools, both in building and furnishing, as also in Big Glace Bay—and in furnishing and internal finish at Gowrie Mines, Cow Bay. A very handsome school-house has been erected also, in Boularderie, but is not yet perfectly furnished. Matters would undoubtedly brighten and develop themselves much more rapidly, were it not for the general depression in trade at present prevailing through the whole of this County. It is much to be deplored, but until better times arrive we can scarcely expect that very much more will be done in perfecting the apparatus and furniture of our schools.

Next to the great drawback to the cause of education here, I mean the want of books, is one of perhaps, equal magnitude, namely the dearth of teachers, no matter whether qualified or not. We have not yet sufficient of either to satisfy the demand for them, nor are we able to ascertain from whence they may be obtained. In many cases, I believe in fully one half of the sections in the County it is almost indispensable that a teacher should possess a knowledge of Gaelic, in order to explain to children the meaning of what they are reading, or otherwise employed upon, to enable them to progress with greater expedition. Of course I do not allude to any of the larger sections, but to the numerous remote and scattered ones where the Gaelic language is almost invariably spoken, and the children are utterly unacquainted with English. In these sections, a stranger could do but little good, and would most probably not be contented with his position amongst strangers, whose ordinary conversation was such that isolated him from them, besides the remuneration that such sections are able to give, would not be large enough to offer any inducement to him to stay in such a section. The Country being generally so poor that only those who have connexions or friends are able to make more than a bare subsistence. Our large schools are as a rule, very satisfactorily supplied with teachers, yet teachers are always being advertised for. This scarcity seems a heavy difficulty, and one which is not easily to be overcome.

During the past year a much greater number of schools have been in operation here, than ever have been before. In the Winter term 81 departments were at work, with 84 teachers classed as follows:—

	Class I.	Class II.	Class III.	Total.
Males .....	7	8	49	64
Females .....	3	9	8	20
	10	17	57	84

In the Summer term, 89 departments were in operation, with 89 teachers, classed as follows:

	Class I.	Class II.	Class III.	Total.
Males .....	8	7	49	64
Females .....	3	9	13	25
	11	16	62	89

These lists above do not include the head master of the Academy. There would have been more even than these departments in operation if teachers had been procurable. Besides these departments, there were other schools taught by unlicensed teachers—also night schools. This is a great advance on the number of schools in operation in the Winter term 1865, when only 43 teachers were employed altogether.

In the matter of boundaries of school sections, I think that no further alterations will be required from this time, except that one or two more may possibly be added some years hence. They are nearly all of them of full size, some of them perhaps too large, but they have been made so by the wish of the majority of rate-payers in the sections. There is scarcely a case amongst the whole 114 sections in which the inhabitants are dissatisfied with their present boundaries, perhaps there may be one, or at the most two, and even allowing that, I do not believe that the majority of the rate-payers would be desirous of a change in any of them. As year succeeds year, they begin to see the advantage of large sections, and become satisfied. Returning to schools and apparatus, I find that the new registers are much approved of by all. They are a great improvement on the last, in many ways. It is an advantage to be able to see the whole number of weeks of attendance at one glance, instead of turning over pages. The registration has improved this last year, although somewhat marred by use of the paper registers. Many of the trustees returns are not very correctly filled, but in numerous sections, trustees are unable to write or read; but being worthy men, we must take the will for the deed in these matters and do our best with them. There still seems to be the same universal carelessness about constructing outhouses through the County, and with one or two indifferent attempts at forming play grounds, there has been nothing done in that matter.

EDMUND OUTRAM.

**Victoria Co.**—It affords me pleasure to be able to report that the Schools are all in a prosperous state, and that the interest awakened in the cause of Education continues to increase. The average attendance has been large, and in the second half year it has been proportionably greater than in the first. More attention has been paid to the general finish of school-houses than heretofore. Five new ones have been erected during the last year; at Big Baddeck, Grant, South Side Little Narrows, Big Bank (B.) and Big Bras D'Or. They are all built as far as circumstances will permit, in accordance with the plans issued by the Council of Public Instruction, have been made available for teaching, and furnished with commodious and comfortable seats and desks.

The schoolroom at Boularderie, has been thoroughly repaired, completely furnished with seats and desks of the most improved pattern, and with all necessary apparatus. It is the only school thus furnished in the County.

I am unable to report favorably of outhouses, four only having been built during the past year. There is however, a marked appreciation of the utility of cleanliness and finish in all school matters.

The playground attached to the Academy has been neatly fenced, and the ground slightly improved, adding much to its appearance.

I have labored assiduously with the trustees for the introduction of maps and other apparatus into the different schools, and am pleased to say, not altogether without effect. Three globes have been introduced during the year, making at present seven, belonging to schools in the County. If trustees expect the teacher to conduct their school efficiently, they must place the necessary implements in his hands.

There is a greater and more advantageous use of blackboards. Grammar has been more extensively taught and introduced. Teachers however have not given the amount of attention required to oral elementary instruction, mental arithmetic or geography. They are also too generally deficient in a knowledge of systematic teaching and school organization. This is improving slowly. They are availing themselves of the benefits to be derived from attendance at the County Academy. At present there are more pursuing their studies than can be well accommodated. The advantages of securing the services of a good teacher can hardly be over-estimated, and the perception of this fact is comparatively one of the most striking evidences of the healthy progress of Education in the County.

In several of the schools, I found a marked improvement, teachers and trustees having remedied defects pointed out at previous inspection. Vacant sections were visited, and the importance of having a school established impressed upon the people. Unfortunately, in nearly all such cases, there are one or two persons in a section who use every means in their power to thwart the wishes of the rest, in Educational progress, and who cause so much confusion, that the building, or opening a school is eventually deferred to some future meeting. Much rests with the trustees.

I invariably find that where they are possessed with the spirit of their office, and take a deep interest in the schools under their charge great good has uniformly followed, and they have been, in not a few cases, the means of moulding the whole section, and bringing them to a correct view in all educational subjects.

On the contrary, while the office is filled with ignorant men, who have no idea what a school requires, and with low contracted views on all subjects, they dwarf everything under their care, there will be no school, or the teacher will leave or suffer in consequence.

During the first, or Winter term, four sections competed for superior grant, viz. Boularderie, Washabakt, Middle River, and Hunters Mountain. For the Summer term, the same four sections competed, and also Baddeck River. I have pleasure in being able to report favorably of them all; but especially those of Boularderie and Middle River.

The following table exhibits the number, and class of common school teachers employed in each term respectively:

WINTER TERM.						
	1 Class	2 Class	3 Class	Totals	Trained	Attd. Ac'd'y.
Male	3	12	23	38	4	6
Female	3	3	3	9	2	3
Totals	6	15	26	49	6	9

  

SUMMER TERM.						
	1 Class	2 Class	3 Class	Totals	Trained	Attd. Ac'd'y.
Male	6	14	21	40	6	7
Female	3	1	8	12	2	6
Totals	9	15	29	52	7	13

From this table it will be seen that the number of schools in operation during the first, or Winter term, was 47—6 being taught by trained teachers; and during the second or Summer term, 52—7 being taught by trained teachers. Compared with the corresponding terms of the preceding year, there is an increase of 9 schools for the Winter, and 7 for the Summer term.

The most serious defect in the working of our present school system in this County, is the frequent changing of teachers, entailing a loss of time of two or three months, on most of our school sections, besides many others as great, if not greater disadvantages. It is however a matter of earnest gratulation and honest pride to every Nova Scotian, to know that our Country has already attained a high rank for her adoption and liberal support of a system of common schools, based upon the principle that the state owes to each and all of its citizens, such an education as may enable him to read and understand the laws which he is required to obey. May the time never come, when a good common school education will not be regarded as every Nova Scotian's birthright.

C. R. MACDONALD.



OFFICIAL NOTICES.

EXTRACT FROM THE MINUTES OF THE COUNCIL OF PUBLIC INSTRUCTION, JULY 7TH, 1866.—“Provision being made by the School Law for the publication of a *Journal of Education*, the Council of Public Instruction directs that the said *Journal* be made the medium of official notices in connexion with the Educational Department.”

T. H. RAND,  
Sec'y to C. P. I.

I. Examination of Teachers.

NOTICE IS HEREBY GIVEN, That the Council of Public Instruction directs that the next semi-annual Examination begin on

TUESDAY, 24th March next, at 9.30 o'clock, A.M.

Deputy Examiners will be strictly forbidden to admit any person to be examined who fails to be present on the day and hour above named.

Persons desirous of being examined, will be at liberty to present themselves at either of the following places of examination:

Sydney, Baddeck, Margaree Forks, Port Hood, Arichat, Guysborough, Sherbrooke, Antigonish, Pictou, Amherst, Truro, Halifax, Windsor, Kentville, Bridgetown, Digby, Yarmouth, Shelburne, Liverpool and Lunenburg. Candidates are to furnish their own writing material.

All candidates for license will be required, on presenting themselves for examination, to furnish a written certificate of good moral character, signed by a Minister of Religion, or by two of Her Majesty's Justices of the Peace. These certificates are filed in the Educational Department, together with the other papers relating to the candidate's examination.

Every person examined will be informed by mail of the result of his or her examination, as soon as decided.

II. Amended and Additional Regulations concerning Superior Schools.

NOTICE IS HEREBY GIVEN to Teachers of the First Class, Trustees of schools and others, that CHAPTER V. of the COMMENTS AND REGULATIONS OF THE COUNCIL OF PUBLIC INSTRUCTION, “Of Superior Schools,” has been revised as follows:—

1. In lieu of sub-divisions (2), (4), and (10) of SECTION 3—  
(2) Ample School accommodation must be provided for all children of school age in the Section.

(4) The furniture must be of an approved pattern, and the supply of books, apparatus, and school materials, sufficient for and adapted to the wants of the school.

(10) a. School must have been kept at least 100 days during the term.

b. At least three-fourths of the children of school age must be registered at school.

c. The number of pupils daily present on an average, must be at least two-thirds of the number registered.

2. In Sections having Graded Schools, tests referring to school buildings, furniture, books, apparatus, and school materials, shall apply to all the departments. The number of registered pupils daily present on an average, shall apply to all the departments in the aggregate.

3. In the case of Graded Schools, the Council will determine which department shall be eligible to compete in any term; and notice of the same will be given at least three months previous to the commencement of such term. Any department of a Graded School shall be examined only upon such subjects as are suited to its grade.

4. Agreements respecting Teachers' salaries must be regular in every respect.

5. As one-half of the grant to any superior school is payable to the Trustees and one-half to the Teacher, in deciding the competitions two elements will be kept in view as the basis of all awards:

First—The character of the school accommodation, general equipment, school attendance; and generally, all matters wholly or chiefly under the control of the SECTION—

Second—The organization, management, discipline, and progress of the school; and generally, all matters wholly or chiefly depending on the ability and diligence of the TEACHER—

And these two elements will be regarded as of equal force and importance.

6. The foregoing Regulations shall take effect on the first day of May, 1868, and all existing Regulations not inconsistent with the foregoing shall continue in force thereafter.

In pursuance of the above Regulations, Trustees and Teachers of Graded Schools are hereby notified that the Council of Public Instruction has determined that the most ADVANCED Department shall be eligible to compete during the term beginning May 1st, 1868; and the most ELEMENTARY Department during the term beginning November 1st, 1868.

III. Evening Schools.

The Council of Public Instruction has made the following Regulations in reference to Evening Schools:

1. Trustees of Public Schools may establish in their several Sections Evening Schools, for the instruction of persons upwards of 13 years of age, who may be debarred from attendance at the Day School.

2. Such Evening School shall be in session 2½ hours; and in relation to Public Grants, two evening sessions shall count as one day. The Prescribed Register shall be kept, and a return of the school made in the form directed by the Superintendent.

3. Books and School materials for such Evening Schools will be furnished at the same rate, and subject to the same conditions as for day schools; provided always that no pupil of an Evening School shall have power to demand the use of books free of charge, but shall, on the other hand, have the right of purchasing from the Trustees at half-cost, if he should desire to do so.

4. No portion of Provincial or County funds for Education, shall be appropriated in aid of Evening Schools, unless teachers are duly licensed.

5. The Council would greatly prefer that the Teachers of Evening Schools should be other than Teachers of Day Schools; but where this may not be practicable, it shall be legal for the Teacher of the day school to teach day school four days in the week, and evening school three evenings in the week.

IV. Holidays and Vacations.

Notice is hereby given to Trustees of Schools and others, that CHAPTER XI. of the COMMENTS AND REGULATIONS OF THE COUNCIL OF PUBLIC INSTRUCTION, “Of Time in Session, Holidays, and Vacations” has been revised as follows:

HOLIDAYS.

The following Regulations have been added to SECTION 3, of the Chapter above named.

a. When for any cause the Trustees of a school shall deem it desirable that any prescribed Teaching Day should be given as a Holiday, the school or schools may be kept in session on the Saturday of the week in which such Holiday has been given, and such Saturday shall be held to be in all respects a legal Teaching Day.

b. When, owing to illness, or for any other just cause, a teacher loses any number of prescribed teaching days, such teacher shall have the privilege of making up for such lost days, to the extent of six during any Term, by teaching on Saturdays; but

c. No school shall be kept in session more than five days per week for any two consecutive weeks;

d. Nor shall any Teacher teach more than FIVE DAYS PER WEEK on the average (vacations not being counted) during the period of his engagement in any term.

The Anniversary of the QUEEN'S BIRTHDAY shall be a Holiday in all the Public Schools, as heretofore; also any day proclaimed as a public holiday throughout the Province.

VACATIONS.

The following Regulations have been made in lieu of SECTION 4, of the Chapter above named:—

1. The CHRISTMAS VACATION shall remain as heretofore, the “eight days” being held to mean week-days other than Saturdays.

2. Instead of two vacations during the summer term (a week at seed time and a fortnight at harvest) as heretofore, THREE WEEKS (15 week-days other than Saturdays,) shall hereafter be given as vacation during the summer term, at such time or times as the Trustees shall decide: Nevertheless

3. In order that the due Inspection of Schools as required by law, may not be interfered with, each Inspector shall have power, notwithstanding anything in the foregoing Regulations, to give notice of the day or days on which he proposes to visit any school or schools in his county for the purposes of Inspection, and to require that on the day or days so named such school or schools shall be kept in session.

July, 1867.

V. Teachers' Agreements.

The attention of Teachers and Trustees is again called to the necessity of complying with the provision of the Law in relation to the disposal of the county Fund. It appears from the School Returns of the past Term that some teachers have in their agreements with Trustees in respect to salary, assumed all risk as to the amount to be received from the County Fund. Such proceeding is contrary to the provisions of the law and directly subversive of a most important principle of the school system, since the pecuniary penalty imposed upon the inhabitants of the section by the absence and irregular attendance of pupils is thereby inflicted upon the teacher, while the pecuniary rewards consequent upon a large and regular attendance of pupils at school is diverted from the people to the teacher. These results clearly tend to prevent the growth and development of a sentiment of responsibility and interest among all the inhabitants of each section, and thus measurably defeat the object of the whole system—the education of every child in the province.



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FRENCH.

DICTIONARY.

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\* The Council of Public Instruction has authorized the preparation of a General Geography, and an English Grammar for use in the Public Schools, and until these works are published the Superintendent of Education will not procure any text-books on these subjects. In the mean time, Trustees are authorized by the Council to use whatever Geography or Grammar they prefer. Campbell's or Lovell's Geography will be found to be about the best; and Lennie's Grammar, if followed by Morell's Analysis, will, perhaps, give as good results as any.

VIII. The Provincial Normal School.

FIRST TERM begins on the second Wednesday in November, and closes on the Friday succeeding the last Thursday in March.

SECOND TERM begins on the second Wednesday in May, and closes on the Friday succeeding the last Thursday in September.

\* Students cannot be admitted after the first week in each term, except by the consent of the Principal.

FACULTY OF INSTRUCTORS.

NORMAL COLLEGE.

- Method, and the Natural Sciences:—REV. ALEXANDER FORRESTER, D.D.  
Principal of the Normal College and Model School.
- English and Classics:—J. B. CALKIN, ESQ.
- Mathematics:—W. R. MULHOLLAND, ESQ.
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- Preparatory " MR. JAMES LITTLE.
- Senior Elementary " MISS LOGAN.
- Junior do. " MISS A. LEAKE.
- Janitor:—MR. DODSON.

None but holders of valid licenses will be admitted to the Normal School as pupil-teachers. The licenses must be presented to the Principal at the opening of the Term.

Extracts from the Regulations of Council of Public Instruction.—"Before being enrolled a Student at the Normal School, every pupil-teacher shall make the following declaration, and subscribe his or her name thereto: 'I hereby declare that my object in attending the Provincial Normal School, is to qualify myself for the business of teaching; and that my intention is to teach, for a period not less than three years, in the Province of Nova Scotia. —if adjudged a Certificate by the Examiners.' In consideration of this declaration, instruction, stationery, and the use of text books (except Classical) shall be furnished pupil-teachers, free of charge."

Persons wishing to enrol as Candidates for High School or Academy certificates must, in addition to a good knowledge of English, be thoroughly familiar with the Latin and Greek Grammars, and be able to parse with ease any passage in some elementary work in each language. In mathematics, they must be competent to solve any example in the advanced Nova Scotia Arithmetic, to work quadratic equations in Algebra, and to demonstrate any proposition in the first four books of Euclid."

IX. Bond of Secretary to Trustees.

"The Secretary of the Trustees shall give a bond to Her Majesty, with two sureties, in a sum at least equal to that to be raised by the section during the year, for the faithful performance of the duties of his office; and the same shall be lodged by the Trustees with the Clerk of the Peace for the county or district."—School Law of 1866, Sect. 42.

This bond is to be given annually, or whenever a Secretary is appointed, and Trustees should not fail to forward it by mail or otherwise, to the Clerk of the Peace, immediately after they have appointed their Secretary. The following is a proper form of bond:—

PROVINCE OF NOVA SCOTIA.

KNOW ALL MEN BY THESE PRESENTS, THAT WE, (name of Secretary) as principal, and (names of sureties) as sureties, are held and firmly bound unto our Sovereign Lady VICTORIA, by the Grace of God, of the United Kingdom of Great Britain and Ireland, Queen, &c., in the sum of \_\_\_\_\_ of lawful money of Nova Scotia, to be paid to our said Lady the Queen, her heirs and successors, for the true payment whereof, we bind ourselves, and each of us by himself, for the whole and every part thereof, and the heirs, executors and administrators of us and each of us, firmly by these presents, sealed with our Seals, and dated this \_\_\_\_\_ day of \_\_\_\_\_ in the year of our Lord one thousand eight hundred and \_\_\_\_\_ and in the \_\_\_\_\_ year of Her Majesty's reign.

WHEREAS the said \_\_\_\_\_ has this day been duly appointed to be Secretary to the Board of Trustees of \_\_\_\_\_ School Section, No. \_\_\_\_\_ in the District of \_\_\_\_\_

NOW THE CONDITION OF THIS OBLIGATION IS SUCH, That if the said (name of Secretary) do and shall from time to time, and at all times hereafter, during his continuance in the said Office, well and faithfully perform all such acts and duties as do or may hereafter appertain to the said Office, by virtue of any Law of this Province, in relation to the said Office of Secretary to Trustees, and shall in all respects conform to and observe all such rules, orders and regulations as now are or may be from time to time established for or in respect of the said Office, and shall well and faithfully keep all such accounts, books, and papers, as are or may be required to be kept by him in his said Office, and shall in all respects well and faithfully perform and execute the duties of the said Office, and if on ceasing to hold the said Office, he shall forthwith, on demand, hand over to the Trustees of the said School Section, or to his successor in office, all books, papers, moneys,



accounts, and other property in his possession by virtue of his said Office of Secretary—then the said obligation to be void—otherwise to be and continue in full force and virtue.

Signed, sealed, and delivered } [Name of Secretary.] (Seal)  
in the presence of } [Names of Sureties.] (Seals)

[Name of Witness.]

We, the undersigned, two of Her Majesty's Justices of the Peace for the County of \_\_\_\_\_ do certify our approbation of \_\_\_\_\_ (names of Sureties,) within named, as Sureties for the within named \_\_\_\_\_ (name of Secretary,) and that they are to the best of our knowledge and belief persons of estate and property within the said County of \_\_\_\_\_ and of good character and credit, and sufficiently able to pay, if required, the penalty of the within bond. Given under our hands this \_\_\_\_\_ day of \_\_\_\_\_ A. D. 186 \_\_\_\_\_ [Names of Magistrates.]

**X. List of Inspectors.**

- J. R. Miller.....Halifax.
- Rev. D. M. Welton, M.A.....Windsor.
- William Eaton.....Kentville.
- Rev. G. Armstrong, M.A.....Bridgetown.
- Rev. P. J. Filcull, B. A.....Weymouth.
- G. J. Farish, M. D.....Yarmouth.
- Rev. W. H. Richan.....Barrington.
- Rev. D. O. Parker, M.A.....Liverpool.
- W. M. B. Lawson.....Lunenburg.
- H. C. Upham.....Great Village.
- F. W. George, M.A.....Amherst.
- M. T. Smith.....Pictou.
- Rodk. McDonald.....Antigonish.
- S. R. Russell.....Guysboro'.
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Sydney, February, 1868.

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